

Documents on Diplomacy: Lessons

From Birds to Animals: Lacey, Migratory Birds, and Endangered Species

- Standard: I. Culture
II. Time, Continuity, and Change
III. People, Places, and Environments
IV. Individual Development and Identity
V. Individuals, Groups, and Institutions
VI. Power, Authority, and Governance
VII. Production, Distribution, and Consumption
VIII. Science, Technology, and Society
IX. Global Connections
X. Civic Ideals and Practices
- Grade Level: 9–12
- Objectives: The student will:
- Compare and contrast three treaties
 - Follow the development of legislating the treatment of wildlife
 - Assess the value of domestic and international efforts
- Time: 1-2 class periods
- Materials: Documents: **1918** *The Migratory Bird Treaty Act*
1973 *Convention on International Trade in Endangered Species*
- Resources: Overview of the Lacey Act (**1900**)
- Exercises: Pictures Tell All
- Procedures:
1. Distribute copies of the exercise, *Pictures Tell All*, OR project each photo.
 2. Have students write their reactions to the photos on the lines provided (if using exercise.) Otherwise, students should number a sheet of paper to match the numbers projected with the pictures as they appear.
 3. Discuss feedback from students about the pictures.
 4. Ask students if they can identify any legislation enacted for the protection of wildlife. A list of legislation and government agencies can be found at:
http://en.wikipedia.org/wiki/Environmental_policy_of_the_United_States
 5. Distribute copies of the documents, *Convention on International Trade in Endangered Species* and the *Migratory Bird Act*, as well as the resource, *Overview of the Lacey Act*.

Background information:

- Lacey Act: <http://www.animallaw.info/articles/ovuslaceyact.htm>
- Migratory Bird Treaty Act: <http://www.fws.gov/pacific/migratorybirds/mbta.htm>
- Convention on International Trade in Endangered Species (CITES):
<http://www.cites.org/eng/disc/what.shtml>

6. Have students write the following about each treaty:

- a. Purpose
- b. Main features
- c. Membership
- d. Method(s) of enforcement

7. Compare the information collected by students. Add background information when necessary.

8. Have students number off 1–10.

9. Project (or look at copies) once again of the exercise, *Pictures Tell All*. Students should look for the picture that matches their assigned numbers.

10. When pictures are matched with students, have each student write one short sentence that could accompany that picture in an advertising campaign for preservation of endangered species. The sentence should be descriptive and “catchy” to attract attention to the dilemma of destruction.

11. Show the pictures once again and have students read their advertising statements.

12. Analyze each statement.

- a. Does it appeal to a domestic or international audience?
- b. Does it have the “wow” factor to make people pay attention?
- c. Would the slogan or statement fit best with one of the acts listed in #5 above—serving as an advertisement for that particular document or associated organization?
- d. Have students select the most impressive advertising statements. ■